1434. (Transferred to 11th March, 1993.)

Dropout and Failure rates in the Schools in Tribal Areas

1435. SHRIMATI KAMLA SINHA; Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state: (a) whether Government have evolved any appioaeh policy to resolve the crisis of drop out and failure rate in schools in tribal areas in the country;.

(b) if so, the details thereof;

(c) whether it is also a fact that primary education has not reached the children of SCs/STs and other deprived classes; and

(d) if so, the details of the steps taken in this regard?

THE MINISTER OP HUMAN RESOURCE DEVELOPMENT (SHRI AR-JUN SINGH); (a) to (d) There has bee'n a substantial increase in the enrolment of children belonging to SC/ST and particularly so at primary stage. The gross enrolment ratio in 1991-92 was 102.99 per cent and 104.70 Per cent for SCs and STs respectively in Classes I-V as against 102.74 per cent for general category. At upper primary stage, the gross enrolment ratio was 52.89 per cent and 41.05 per cent for SCs and STs respectively as against 61.15 per cent for general category.

However, the trends in enrolment are offset by heavy drop outs and very low retention rate. The drop out rate in 1988-89 was 49.2 per cent and 64.53 per cent for SCs and STs respectively as against 47.93 per cent for general category in Classes I-V. For Classes I-VIII, the drop out rate was 67.78 per cent and 78.08 per cent for SCs and STs respectively as against 65.40 per cent for general ca-tegory.

No data about failure rates is available as most of the States are following no detention policy at primary stage.

The National Policy on Education enunciated in 1986, placed emphasis on removal of disparities and equalisation of educational opportunities by attending to special needs of those, who have been denied equality so far. Some of the steps taken in this regard are as follows:

(i) The scheme of Operation Blackboard was launched in 1987-88 to bring about substantial improvement in facilities in primary schools. Tribal areas and blocks with concentration of Scheduled Castes and other deprived classes were given preference.

(ii) The scheme of non-formal education was strengthened and more centres were opened in 10 educationally backward states name ly Arunachal Pradesh Assam, Andhra Pradesh, Bihar, Madhya Pradesh Jammu and Kashmir, Uttar Pradesh$_t$ Orissa, West Bengal and Rajasthan. Preference was given for Opening centres in the areas of urban slums, hilly, desert and tribal areas.

(iii) The scope of pre-matric scholarships which was confined only to hostel students, has been extended to day scholas also. The rates of scholarships and income limits have been revised. The Scheme has also been made applicable for students for Classes I onwards.

(iv) A centrally sponsored scheme of boys hostel for SC/ST students was introduced in 1989-90. Earlier this sche:.- e was aval.little only for girls hostels. This has provided hos tel facilities to Over 15,000 SC/S boys.

(v) A new centrally sponsored scheme for ST boys and girls has been introduced in 1990-91. Under this scheme, central assistance is provided to State Governments on 50:50 basis for construction of school buildings and up-gradation of existing schools.

(vi) In order to provide quality education to talented children predominantly from rural areas, the scheme of Navodaya Vidyalayas has been launched. Reservation of seats in favour of children belonging to SCs and STs is provided. The SC enrolment accounts for 20.18 per cent and that of.ST enrolment 11-2-per cent.

(vii) Central Institute of Indian Languages and National Council of Skkicational Research and Training have taken up a number of tribal languages for preparation of primers, readers, collection of folklore, books for NFE etc. Central Institute of Indian Languages has also taken up about 75 tribal languages under this programme. It is also working in liaison with many State Governments for bilingual education programmes for ST students at early primary education stages.

At the State level, Departments of Education, Harijan Welfare, Tribal Welfare and Social Welfare have educational programmes for Scheduled Castes and Scheduled Tribes. The domain of Other activities vary from State to State. However, opening of educational institutions, preparation of curricula and conducting of examinations generally come under the perview of education departments. Many incentive schemes exclusively for Scheduled Castes and Scheduled Tribes like provision of scholarships, free uniforms, mid-day meals, residential facilities etc. are also being taken up by the Welfare Departments.

Vocational Education at graduate and post graduate level

1436. SHRI S. S. AHLUWALIA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that Gov-emjuent have decided to introduce pre-vocational education at the lower secondary stage in the schools throughout the country;

(b) if so, what are the details thereof;

(c) what facilities have been provided by Government at plus two stage of school education in the country with details thereof; and

(d) wnat action Government propose to take to introduce vocational education at Graduate and Post Graduate level in the country?

THE MINISTER OF HUMAN RE SOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) and (b) It has been decided to introduce Pre-voca tional Education at the lower secon dary stage (Classes IX and X). The main aims of the scheme are to im part training in simple marketable skills; to develop vocational interests, facilitate students in making choice of vocational course at plus 2 level and to inculcate healthy values re lated to work culture. During the 8th-Plan it is proposed *to* start pre-voca tional courses in about 1000 schools where the vocational stream at the plus 2 level has already been intro duced. (c) Under the Centrally Sponsored Scheme of Vocationalisation of Se condary Education, financial assistance is being provided to the State Gov-ernments/UT's On a sharing pattern for starting vocational courses at the plus 2 level. Facilities have been pro vided for setting up of management structures, provision of worksheds & equipment District Vocational Sur veys, Workshops for teacher training and textbook preparation, in order to institutionalise the programme.

(d) In order to provide vertical mobility vocational passouts, the University Grants Commission has taken an initiative to identify the subject areas for which vocational oriented degree/diploma courses may be developed in Universities and col-